











History - progression in Procedural Knowledge at Brompton and Sawdon

- These milestones outline the skills that the pupils will develop through the school in order to secure the key knowledge outlined on the enhanced long term subject plans.
- Long term planning ensures that these are developed at regular intervals within each class, meaning that they will be secure by the time the pupils transition to the next class
- Pupils with SEND, through carefully planned support and resources, are expected to achieve these in line with their peers.

Area (and ongoing assessments)	Class 1 Skills Milestones		Class 2 Skills Milestones	Class 3 Skills Milestones
	Basic (remembering)		Advancing (Knowing)	Deep (Reasoning)
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Society </p> <p>Beliefs </p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence- give reasons for choices • Use sources of info to form testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p>	<p>Migration </p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give an overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past -include ideas, beliefs, attitudes and experiences of men, women and children.

<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<p>When?</p>		<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Evidence</p>		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>People</p>					
<p>Places</p>					
<p>Diversity</p>			<ul style="list-style-type: none"> • Know that laws and beliefs change through time. 	<ul style="list-style-type: none"> • Compare the beliefs of two different historical eras. 	<ul style="list-style-type: none"> • Compare the motivation behind the migration of people at different times in history and the present day • Explore how our diverse community today might compare with those of historical eras.
<p>Global awareness</p>			<ul style="list-style-type: none"> • Know some local historical places • Know some historical sites in London 	<ul style="list-style-type: none"> • Recognise the different countries where people have migrated from • Recognise the location of Egypt 	<ul style="list-style-type: none"> • Compare the origins of people migrating to the UK at different times in history • Compare Central, South and North America
<p>Rural Aspirations</p>			<ul style="list-style-type: none"> • Know what a palaeontologist does 	<ul style="list-style-type: none"> • Recognise some of the career possibilities within the sphere of history and archaeology. (eg. Scientists / surveyors / teachers / illustrators...) 	<ul style="list-style-type: none"> • Compare the skills needed within different careers within the sphere of history and archaeology • Suggest what things might limit historical investigations